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The mediating role of organizational learning in the relationship between organizational commitment and lecturer innovative behavior

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ABSTRACT

Innovation is one of the basic assets needed for organizations to survive in the competitive environment. Organizations such as higher education also need strong innovation in order to continue to compete and produce high quality graduates. This study aims to analyse the factors that influence the innovative behavior of lecturers, especially based on organizational learning and organizational commitment. The research was conducted at STIK-PTIK with a sample of 108 lecturers who were taken randomly. Data collection using questionnaire with Likert scale 1-5 and data analysis using path analysis. The results showed that organizational learning and organizational commitment had a positive direct influence on the innovative behavior of lecturers. Organizational learning is also known to have a positive direct influence on the organizational commitment of lecturers. Other findings indicate that organizational commitment plays a role in the influence of organizational learning on innovative behavior. Based on these results, then factors organizational learning and organizational commitment need to be improved in order to increase the innovative behavior of lecturers.



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Introduction

Sekolah Tinggi Ilmu Kepolisian (STIK-PTIK) has a strategic role in forming superior personnel of Indonesian National Police (Polri). Therefore, STIK-PTIK needs to be supported by quality human resources, especially educators or lecturers who are responsible for teaching and learning activities. One of the qualities required of lecturers to support organizational success is their ability to innovate. This is as stated by Koeslag-Kreunen, Van der Klink, Van den Bossche, and Gijssels (2018) that lecturers are a determining factor for the success of organizational innovation. Innovation is believed to be a driver of organizational competitiveness (Nemeržitski, Loogma, Heinla, & Eisenschmidt, 2013), including in contexts in educational settings such as universities or high schools (Gulden, Saltanat, Raigul, Dauren, & Assel, 2020; Hasanefendic, Birkholz, Horta, & van der Sijde, 2017). With strong innovation, lecturers will find new breakthroughs in carrying out their duties as teachers and educators, so that they can produce high quality graduates. Without innovation, the organization will become weak, so that it will lose its competitiveness.

Innovation is something that is really needed in a dynamic environment that continues to change (Bagheri, Newman, & Eva, 2020). In general, innovation is a systemic process focused on the search for organized change and analysing opportunities (Martinez-Costa, Jimenez-Jimenez, Castro-del-Rosario, & Valle-Mestre, 2020). Schilling (2017) regarding

innovation explains it as a practical implementation of a new idea or process. Innovation occurs at several levels, including at the basic level, namely at the individual level. At this level, innovation is generally called innovative behavior or innovative work behavior. One of the concepts about innovative behavior is put forward by Mokhber, Ismail, Ismail, and Vakilbashi (2015), which is to turn creativity into profit and it appears when employees use new ways and ideas in working differently. Farr and Ford that quoted by de Jong and Hartog (2007) state that innovative behavior is an action or behavior that initiates and implements new ideas, processes, products and procedures that provide benefits in carrying out work roles in the organization. Another explanation by Li and Hsu (2017) showed that innovative behaviors can be recognized as the foundation of innovation for an organization in the form of behavior aimed at making new things, whether it be products, production methods, organizational structure or other form that the employee's job.

The innovative behavior of lecturers in the STIK-PTIK has not been in optimal condition. As an indication, among others, low productivity in writing articles published in both national and international journals. As a lecturer, one of the tasks contained in the Tri Dharma of Higher Education is to conduct research and development. Lecturers are required to actively carry out innovation through research and development so that they can obtain new findings that are useful in the development of science and technology. Many factors can lead to a lack of individual innovation in carrying out their duties, including organizational learning and organizational commitment.

The first factor is organizational learning. Vera, Crossan, and Apaydin (2011) explain that organizational learning is a process of changing individual thoughts and actions that are influenced by activities that occur within the organization. Ellstrom (2011) sees organizational learning as a learning process that takes place within the organization by the people in it. According to Jones and George (2016), managers or leaders are the motor for implementing organizational learning by trying to increase the desire and ability of employees to make decisions that can increase organizational efficiency and effectiveness in a sustainable manner.

Chen (2005) explains that there are several important points related to organizational learning, namely: (1) the ultimate goal of organizational learning is that the organization can adapt to changes in the external and internal environment to maintain a sustainable competitive advantage, (2) assets most important for organizational learning is its knowledge (stored in the memory of the organization), which will be obtained from the outside and created from within, stored and exploited, and contributed to the outside during the learning process; and (3) learning is an ongoing process. Megheirkouni (2017) revealed that organizational learning is a process that consists of four construction, namely: 1) retrieval of information, namely the process by which information is obtained, which can include action learning, reflection, learning from experience and lessons learned from the organization itself at birth; 2) information distribution, is the process by which information is shared within the organization's network; 3) interpretation of information, namely the process by which information distributed is given meaning in the organization; and 4) organizational memory, which refers to the means by which information is stored for later use when needed.

Organizational learning is a factor that can encourage a better climate of innovation, because with a strong organizational learning each individual will be encouraged to continue to learn and improve themselves contributing to unity. Such a situation will lead to stronger encouragement and efforts to become a better person, so that creative and innovative ideas emerge at work. Previous research has proven that organizational learning is a determinant of innovative behavior (Lin & Lee, 2017; Tamayo-Torres, Gutiérrez-Gutiérrez, Llorens-Montes, & Martínez-López, 2017). In the context of STIK-PTIK, organizational learning factors are also needed to encourage innovation by lecturers. With the existence of a healthy organizational learning climate, it will encourage every lecturer to continue to learn and improve their quality so that their creativity appears in their work.

The second factor is organizational commitment. The concept of organizational commitment reflects a sense of individual identification of the organization, as stated by Kinicki and Fugate (2016), namely the extent to which an individual identifies with an organization and is committed to achieving its goals. Committed individuals tended to display two outcomes, namely a greater likelihood of continuing work with the organization, and greater motivation to pursue organizational goals. According to McShane and Glinow (2018), organizational commitment representing half of what is called the working attitude as a whole (overall job attitude), of which half were job satisfaction. Organizational commitment is also related to the emergence of bonds to protect organizational interests, as stated by Terzi (2015), namely taking action in a way that protects the interests of the organization and shows commitment to the entire organization, not just parts of the organization. This means that the commitment must be done in totality, not partially, so that it must be serious in fighting for the interests of the organization. Uhl-Bien, Schermerhorn, and Osborn (2014) also revealed that organizational commitment is related to the level of loyalty that individuals feel towards the organization. Individuals with high organizational commitment want to maintain membership in the organization.

Porter et al. quoted by Armstrong and Taylor (2014), identify several characteristics of organizational commitment, namely: (1) the will to maintain its membership in the organization, (2) trust and acceptance of

organizational values and goals, and (3) willingness to make efforts. on behalf of the organization. Meanwhile, Allen and Meyer as quoted by Levy (2010) identified three types of organizational commitment, namely affective, continual, and normative commitment. Affective commitment is an attachment to the organization with the characteristics of a belief and acceptance of the values and goals of the organization, a willingness to do business on behalf of the organization, and the will to maintain its membership. Continuation commitment is an attachment to the organization as a function of what employees have invested in the organization. While normative commitment is related to attachment to the organization which shows one's obligation to continue working in the organization.

Commitment is a form of seriousness to help the organization where it works become better and succeed in realizing its vision and mission. This seriousness will give birth to creative and innovative efforts in carrying out their duties so that they will help the success of the organization. Without a strong commitment, it will reduce the enthusiasm and hard work of individuals at work, so that creative and innovative thinking will not emerge at work. Therefore, a strong commitment is an important factor needed to increase innovation power at work. Previous research has proven that organizational learning is a factor that affects organizational commitment (Hakimian, Farid, Ismail, & Nair, 2016; Marques, Galende, Cruz, & Ferreira, 2014). In the context of STIK-PTIK, strong organizational commitment is also important for lecturers to encourage them to work more creatively and innovatively. Without being accompanied by seriousness in working, lecturers will only work in standard ways without any positive breakthroughs that further improve the quality of their work.

This study aims to refer to the role of organizational commitment in mediating the effect of organizational learning on the lecturers innovative behavior PTIK-STIK. So far there has been no research, especially at the PTIK-STIK related to this theme, so it is important to provide information related to the role of organizational learning and organizational commitment in influencing the innovative behavior of lecturers.

Method

This research uses a quantitative approach with a survey method. The research was conducted at the PTIK-STIK with an affordable population of 148 lecturers. The research sample was determined as many as 108 lecturers using the Slovin formula at an error rate of 5%. Sampling technique using *probability sampling* with simple random sampling. The data was collected using questionnaire with Likert scale 1-5 and data analysis using path analysis. The instrument tested with validity and reliability. The result of reliability test for innovative behavior obtained Alpha 0.9, learning organization 0.945, and organizational commitment 0.950. All of Alpha coefficients > 0.7, so it can be concluded that the instruments of innovative behavior, organizational learning and organizational commitment are reliable. Data analysis techniques used in this study using the descriptive statistic, path analysis and Sobel Test to test the effect of mediation.

Result and Discussion

Before explaining the research findings, first on the table 1 presents the data related to the respondent's profile consisting of gender, age, education, tenure, and marital status. Respondents who were involved in this study were 108 lecturers of PTIK-STIK.

The data in table 1 shows that most of the respondents in this study were male (90.7%), and female respondents 9,3%. Based on the age level, it is known that most of them have 41-50 years (63.9%), and the next are respondents with 30 - 40 years (27.8 %), > 50 years (7.4 %), and < 30 years 0.9 %. Further for education levels predominantly S3 (51.9%), while for S2 of 45.4%, and S1 of 2.8%. Lecture tenure mostly > 30 years (31.5%), 11 -15 year of 7.4%, 16-20 years of 14.8%, 21-25 years of 20.4%, and 26 - 30 years (25.9%). Finally, based on their marital status most of the respondents were married (97.2%) and single 2.8%.

Table 1. Demographic of Respondent (n = 108)

No.	Demographics	Information	Frequency	Percentage (%)
1.	Gender	a. Male	98	90.7
		b. Women	10	9.3
2.	Age	a. <30 years	1	0.9
		b. 30 - 40 years	30	27.8

No.	Demographics	Information	Frequency	Percentage (%)
3.	Education	c. 41- 50 years	69	63.9
		d. > 50 years	8	7.4
		a. S1	3	2.8
		b. S2	49	45.4
		c. S3	56	51.9
4.	Tenure	a. 11-15 years	8	7.4
		b. 16-20 years	16	14.8
		c. 21-25 years	22	20.4
		d. 26 - 30 years	28	25.9
		e. > 30 years	34	31.5
5.	Marital status	a. Married	105	97.2
		b. Single	3	2.8

Furthermore, the descriptive statistics in the form of correlation coefficient, minimum score, maximum score, average value and standard deviation are explained to obtain an overview of each research variable shown in table 1. The correlation coefficient shows the degree of relationship between variables and unknown to the relationship between the learning organization (LO) with innovative behavior (IB) correlation coefficient of 0.775, organizational commitment (OC), and innovative behavior 0.844, and learning organizations with a commitment to organizations 0.712. All of variables obtained positive and significant correlation at the p-value of 0.01. Furthermore, for the lowest score of innovative behavior in the scale 1-5 i.e. 2.70 and 5 the highest with a mean of 3.97 and standard deviation 0.49. Organizational learning has the lowest score of 3.0 and the highest 5 with a mean of 4.15 and a standard deviation of 0.45. Organizational commitment has the lowest score of 2.10 and the highest 5 with a mean of 3.71 and standard deviation 0.57.

Table 2. Descriptive Statistics

Variables	Correlation coefficient			Minimum	Maximum	Mean	Standard Deviation
	1	2	3				
1. IB	-			2.70	5.00	3.97	0.49
2. OL	0.775**	-		3.00	5.00	4.15	0.45
3. OC	0.844**	0.712**	-	2.10	5.00	3.71	0.57

** p- value <0.01

After the above described descriptive statistics, further tested the hypothesis with using path analysis (*path analysis*). The research model in this study has two structural equations. The first is innovative behavior (Y) which is influenced by organizational learning (X1) and organizational commitment (X2). The second is structural equation is organizational commitment (X2) which is influenced by organizational learning (X1). The result of path coefficients performed with SPSS shown in Table 3.

Table 3. Path Coefficient and t-value

Effect of variables	Path Coefficient	t-value	Conclusion
LO → IB	0.46	4.43	Significant
OC → IB	0.49	4.61	Significant
LO → OC	0.79	8.60	Significant

Beside calculating the path coefficient for the direct effect, the Sobel test was also calculated to test the indirect effect. The results of the Sobel test and their significance value can be seen in Table 4.

Table 4. Results of Sobel Test the Influence of Organizational Learning on Innovative Behavior with Organizational Commitment as Mediator

Exogenous variables	Endogenous variables	
	Organizational Commitment	Innovative behaviour
Organizational learning	-	8.615* (0.000)

*Sobel Test value

From the results of statistical calculations obtained path coefficient the direct effect of organizational learning on innovative behavior = 0.367 and the t-value 5.594. While the value of t-critical for degrees of freedom (df) = 106 with a level of confidence 95% ($\alpha = 0.05$) is 1.658. Based on these results, it is known that the path coefficient has a positive value and t-value > t-critical, so rejects H_0 and accept H_1 . Therefore, it can be concluded that organizational learning has a positive direct effect on the lecturers innovative behavior. The path coefficients for direct effect of organizational commitment on innovative behavior of 0.581, while the t-value (8.866) > t-critical. Therefore, it can be concluded that organizational commitment has a positive direct effect on the innovative behavior. Path coefficient from the direct effect of organizational learning on organizational commitment of 0.708 and t-value (10.316) > t-critical. Thus it can be concluded that organizational learning has a positive direct effect on the organizational commitment.

Furthermore, based on the results of the calculation of the Sobel test the indirect effect of organizational learning on innovative behavior through achievement motivation obtained a statistical value = 8.615, and p-value = 0.000. The result shows that the p-value < 0.05, which means reject H_0 and accept H_1 . Therefore, it can be concluded that there is an indirect effect of organizational learning on innovative behavior through organizational commitment. This means that the level of organizational commitment has a significant impact on the effect of organizational learning on innovative behavior.

Organizational learning has a direct effect on the lecturers innovative behavior of STIK-PTIK. Organizational learning is a continuous process within the organization to process information into useful knowledge for organizational progress as measured by indicators of finding new information, disseminating information, applying new knowledge, sharing knowledge, and developing intellectual capital. This finding is quite reasonable if organizational learning determines the innovative behavior of lecturers. This is because organizational learning is closely related to learning activities, and learning plays an important role in the innovation process. If there are no learning activities, then innovation will not occur. Theoretically, the role of organizational learning in influencing innovative behavior is explained by Wheelen, Hunger, Hoffman, and Bamford (2018) that organizational learning is considered an important component for competitiveness in a dynamic environment and is also important for innovation and new product development. Another theory from Hartel, Zerbe, and Ashkanasy (2005) also explains that the learning that takes place within the organization is an intrinsic asset and as a core in innovation.

Past research has also confirmed the important role of organizational learning for promoting innovative behavior. Research related to the effect of organizational learning on innovative behavior, for example, was carried out by Tamayo-Torres, Gutiérrez-Gutiérrez, Llorens-Montes, & Martínez-López (2017) indicate that organizational learning has a positive influence on the capacity to innovate. The study of Lin & Lee (2017) found that organizational learning has positive effect on innovative behavior. Meanwhile, in the research of Fauzia, Budiningsih, Djaelani, and Ahmad (2017) also found that organizational learning affects innovative behavior. Thus the findings in research strengthen previous theories and studies that confirm the influence of organizational learning on innovative behavior.

Organizational commitment have a direct effect on innovative behavior. Organizational commitment is a sense of identification of individuals who form bonds and show the degree of relationship with the organization with indicators: acceptance of the values and goals of the organization, working hard for organizational progress, the desire to remain as a member of the organization, obedience to regulations, and involvement in the organization. Organizational commitment is an intrinsic factor and its existence is important in encouraging the growth of innovative behavior. Individuals who have high commitment will continue to strive actively in order to carry out their duties as well as possible, thus fostering innovative ideas. Theoretically, the role of commitment in influencing innovative behavior is stated by Lee (2008) that organizational commitment plays an important role in

innovative behavior, and organizational commitment has a natural character as a key in increasing innovative behavior.

A number of previous studies have also confirmed the important role of commitment to innovative behavior. For example, a study conducted by Marques, Galende, Cruz, and Ferreira (2014) on multinational companies engaged in information technology shows that organizational commitment affects innovative behavior. Another study conducted by Hakimian, Farid, Ismail, & Nair (2016) also showed that organizational commitment significantly influence the innovative behavior. Thus the findings in research further strengthen previous theories and research on the effect of organizational commitment on innovative behavior.

Organizational learning is also significant direct effect on organizational commitment. The argument that can be given related to this finding is that organizational learning is needed to foster a strong sense of identification, as a representation of commitment. If organizational learning goes well in accordance with the expectations of organizational members, it will encourage the emergence of strong efforts from the organization to participate in advancing the organization. Organization members will be encouraged to actively contribute to realizing organizational goals.

Commitment is a concept closely related to a sense of identification, loyalty, and a willingness to devote all effort and energy to the benefit of the organization. If organizational learning goes well, it will provide a conducive situation, so that it becomes an important means of fostering organizational commitment. Learning organization in addition to significantly influence the behaviour of innovative, also play a role in improving organizational commitment. A conducive learning climate within the organization will provide positive encouragement for members of the organization to be more committed to the organization where they work. In other words, a pleasant learning climate will provide stronger motivation for members of the organization to contribute to the success of the organization where they work. The contribution of organizational learning to organizational commitment is stated by Colquitt, LePine, and Wesson (2019) that employees who acquire knowledge and skills within their organization have a higher level of affective commitment. The knowledge and skills are obtained from none other than learning activities that take place within the organization.

The results of previous research also confirm the important role of organizational learning in influencing organizational commitment. For example, research conducted by Sakuroh (2016) found that organizational learning has a significant effect on organizational commitment. The study by Hendri (2019) also found that organizational learning affects organizational commitment. Likewise, a study from Lin and Lee (2017) also found that organizational learning affects organizational commitment. Thus, the findings revealed from this study further strengthen previous theories and research on the effect of organizational learning on increasing organizational commitment. In this study it was also found that organizational learning has an indirect effect on innovative behavior through organizational commitment.

These results provide an understanding that effective organizational learning will result in increased organizational commitment and further impact on increasing innovative behavior. These findings are certainly in line with the results of previous finding which prove that organizational learning has a direct effect on organizational commitment and organizational commitment has a direct effect on innovative behavior. This direction of influence allows organizational commitment as a mediator of the influence of organizational learning on innovative behavior. A conducive learning climate within the organization will increase organizational commitment and in turn have an impact on increasing innovative behavior.

Conclusions

Based on the analysis and discussion of the conclusions of this study organizational learning and organizational commitment influence directly positively on lecturers innovative behavior. Strengthening organizational learning and organizational commitment will improve innovative behavior. Organizational learning directly positive effect on organizational commitment, so that increase organizational learning provides impact on lecturers organizational commitment. Organizational learning also has indirect effect on innovative behavior through organizational commitment. This means that effective organizational learning will result in increased organizational commitment and further increase innovative behavior. Thus organizational learning and organizational commitment are factors that play an important role in increasing the innovative behavior. Based on the conclusion of the study, then organizational learning in STIK - PTIK need to be improved. The leader must be able to be an example in practicing learning activities in the STIK-PTIK, actively holding scientific discussion activities, and building an open system for all members of the organization to carry out experiments and there must be tolerance for errors as long as the purpose of the efforts made is to provide work results. The commitment of the lecturer also needs to be enhanced by building and reformulating the values and goals of the STIK-PTIK organization that are more attractive and realistic, so as to

build strong emotional bonds. Fair reciprocal must also be upheld in organizational practice, so the need for reward and punishment are balanced in order to strengthen the commitment of the organizational members.

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